



# *School Wellness Policy Implementation WisLine Webs*



# *School Wellness Policy WisLine Webs*

***Beyond memos, announcements  
and newsletters: Communicating  
your wellness policy***

***Marketing Your Message***

*October 24, 2006*

# *Objectives*

- Learn positive ways to communicate your wellness policy
- Understand that public relations is not a thing or an event... it is a way of thinking
- Understand social marketing concepts that can help promote your wellness policy
- Be able to apply various strategies and techniques to market your message(s)
- Look for ways to build relationships to support your message
- Become a catalyst for change in your organization



# *School Wellness Policy Implementation WisLine Webs*

November 28, 2006

Selling your wellness policy and healthy choice to students

January 23, 2007

Implementing nutrition guidelines without losing your mind, your money  
and your customers

February 27, 2007

Raising support and reaching out - working with parents and the  
community

March 27, 2007

Teaching by example...How school staff can influence student wellness  
choices

April 24, 2007

Where no wellness policy has gone before - Taking your wellness policy  
into the future

All sessions are 3:00 – 4:00 PM

Register at <http://www.uwex.edu/ics/wlwreg/wlwwelcome.cfm> and select

Family Living as the sponsoring organization

# ***Funded by Team Nutrition/USDA and Wisconsin DPI***

- The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, religion, age, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disabilities.
- In accordance with Federal laws and U.S. department of Agriculture policy, the sponsors are prohibited from discriminating on the basis of race, color, national origin, sex, origin or disability.
- To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building, 1400 Independence Avenue, SW., Washington DC 20250-940 or call (202) 720-5964 (voice and TDD). USDA is an equal opportunity provider and employer.



# *Communicating Your Wellness Policy*

*October 24, 2006*

*Dorreen Dembski  
West Bend School District  
WSPRA President*

*Mabel Schumacher, Ph.D.  
Retired, Fort Atkinson School District  
WSPRA Executive Director*



# Outline

## Part 1: Sharing Key Communication Elements

1. *Create awareness that communication and social marketing are processes and not an “event.”*
2. *Create an awareness that effective communication requires a comprehensive plan, including appropriate methods for multiple audiences.*
3. *Provide practical ideas of the communication plan in action..*

## Part 2: The WSPRA Toolkit

*Background information and additional resources*



# *Public Relations... What?*

- *PR...Public Relations*
- *PR...People Relations*
- *PR...People Relationships*



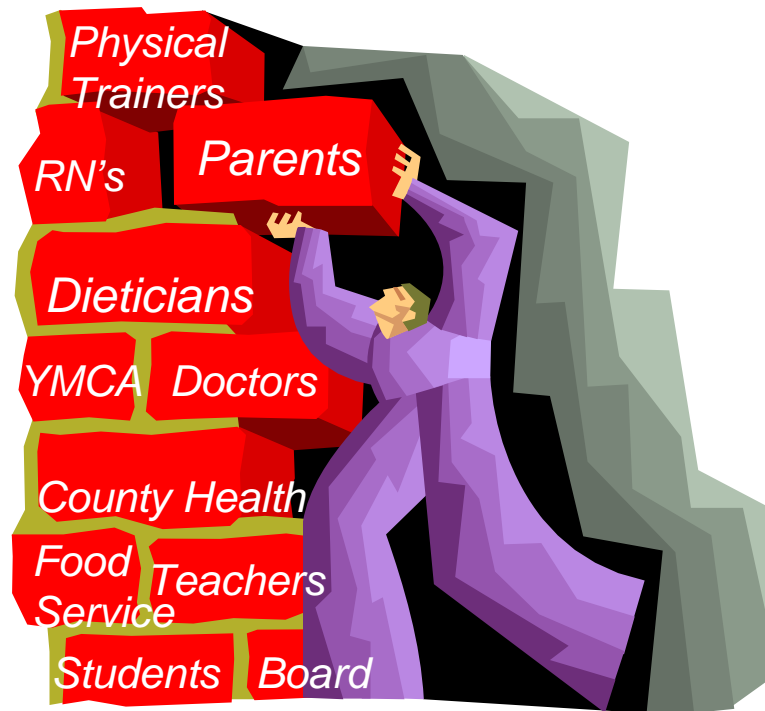
**“Public Relations  
is not a thing or an event...  
it is a **way of thinking.**”**

*Communicating Your Message  
Effectively Builds on the Basic Premise...*

---

**People Programs**  
**Beat Paper Programs**  
**Every Time!**

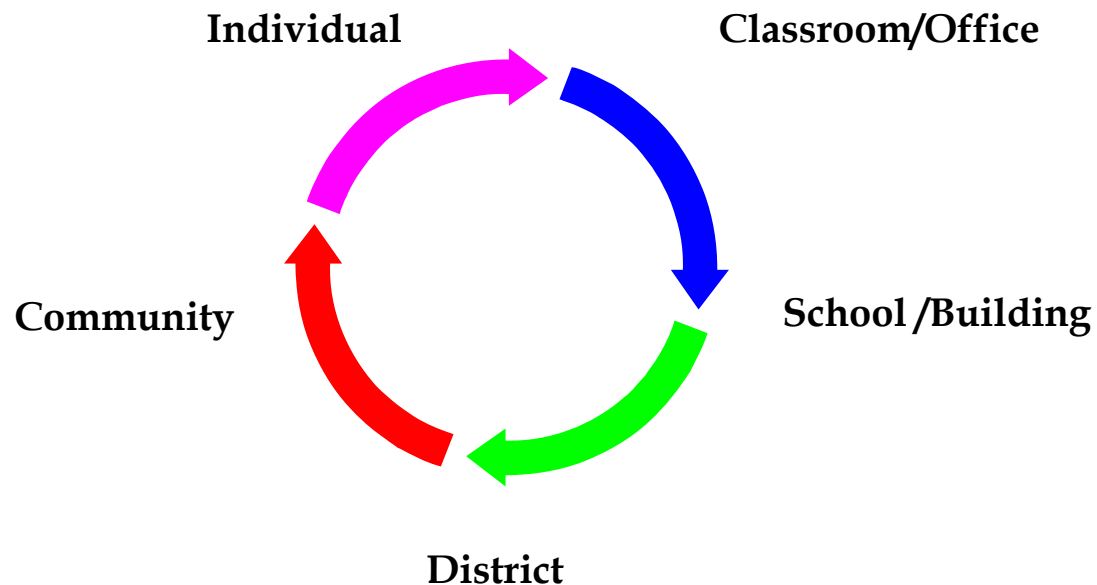
# *The Process of Change...* *the West Bend Story*



# *Building Support Through Information and Education*

- Educate staff and parents about health and wellness issues
- Distribute articles regarding achievement and nutrition
- Provide reproducible articles for administrators to use in newsletters
- Use prepared newsletters and Web site links
- Use local experts at parent meetings, staff meetings to present information
- REPEAT, REPEAT, REPEAT...

# *Relationships at All Levels*



# *Fundamentals For All Community Engagement Activities*

- Create an **on-going process**
- Understand that the process will take **time**
- **Involve** people
- Begin by **listening**
- **Avoid jargon**—like the plague! (You've been dealing with this topic for a while; they are just coming on board!)
- Don't get overwhelmed...**just get started.**

# *Fundamentals For All Information Campaigns*

- Develop **key messages**.
- Identify **multiple audiences**.
- Identify **best methods** to reach key audiences.
- **Implement** the plan.



---

# *Fundamentals For All Information Campaigns*

## **Develop Key Messages**



# *Key Messages*

---

- What you want everyone in the district to know about and understand.
- The facts / concepts about wellness you want everyone to be able to express.
- “Tip of the Tongue” essential understandings

# *Develop Key Messages*

Sample key messages for ALL AUDIENCES:

- The West Bend School District has undertaken a district-wide health initiative.
- A fundamental goal of the initiative is to help people learn the facts about healthier lifestyles.
- The policy provides that healthy choices will be available in all food and beverage services.





---

# *Fundamentals For All Information Campaigns*

**Identify Multiple Audiences**

# *Audiences: Who to Involve?*

---

## Two publics

- The internal public
- The external public

# *The Internal Public...*

- Students
- Teachers
- Food Service personnel
- Teacher aides
- Secretaries
- Custodians
- Bus drivers
- Administrators
- Board

# *The External Public*

- Parents
- Care givers
  - Day care centers
  - Grandparents
- Other concerned individuals
  - Doctors
  - Medical personnel
  - Dentists
  - Hospitals
  - Nutritionists
  - Youth organizations



---

# *Fundamentals For All Information Campaigns*

**Identify best methods to reach  
key audiences.**



# *Use a Mix of Communication Strategies*

- Person-to-person contact is best for all.
  - Open houses, information booths, peer presenters at parent meetings, invitations to special events, involvement on committees
- Keep everyone well-informed
- Use visuals, videos, pictures, web sites
- Any written communication =
  - Three types of readers
    - 30 second / 3 minute / 30 minute rule
  - Headlines grab or lose people
  - Add visuals



# *How do publics form opinions?*

- 3% Printed materials
- 7% Talking to others
- 90% Being part of a relationship with students and employees

*Source: Pat Jackson*

# *Target Multiple Student Audiences Differently*

Parents ❖ Students ❖ Staff

- Ages 3 – 8:
  - Most influential: Parents and staff
- Ages 9 – 12
  - Most influential: Parents, peers, and staff
- Ages 13 – 18
  - Most influential: Parents, peers, and staff

# *Elementary*

## **AGES 3 to 8**

- DO NOT target students under age 8
  - Unable to discern between information and advertising
- DO use a well-researched curriculum and role modeling
- DO focus on internal staff campaign and parent involvement



# *Late Elementary / Middle School*

## **THE TWEENS – AGES 9 TO 12**

- DO involve parents since they are still very influential.
- DO know that peers are very important.
- DO include the entertainment/fun factor (entertain me, but don't be phony or cool).
- “Nickelodeon” is the favorite TV channel; it has fun, fantasy, and frills, but is not phony.



# *High School*

- DO use technology:
  - E-mail
  - Voice mail
  - Internet
  - Internet links in e-mail newsletters
- DO use multi-media (very visual)
  - Videos, film trailers, interactive media, channel TV
- DO communicate with parents and grandparents
  - Trusted sources of information
- DO use service learning projects

# *Parents*

- Consider the premise of generational marketing
- DO involve X'ers in planning events and delivering messages via technology
- Provide information that allows them informed choices
- Keep them in the loop; give them more sources; (links in e-mail messages); invite them in
- Use testimonials from other parents (they trust same-age peers)
- Publicly say “thank you” to individuals who are helping the cause

# *All Staff Members*

- Involve your experts in the committee.
- Survey current attitudes (also provides education)
- Communicate survey results
- Keep the principals and leadership informed
- Use your web site communication tools
  - Articles of interest
  - Snack ideas for children
- Present at staff meetings
- E-newsletters with links
- Use the committee network to get communication down to the most personal level.
- Question and Answer documents (We have a wellness policy....now what?)



# *Mass Communication*

- Speaking before a large group
- Mass-produced, non-personal letter
- Brochure or pamphlet (direct mail piece)
- Article in newsletter
- News carried in popular press
- Advertising in newspapers, radio, TV
- Listserv, group e-mail, blast fax
- Web site
- Cable access
- Other: billboards, pens, other 'giveaways'





# *Interpersonal Communication*

- One-to-one, face to face
- Small group discussion/meeting
- Phone conversation
- Handwritten personal note
- Typewritten, personal letter
- Computer-generated personalized letter
- E-mail communication

# *Use marketing techniques*

## ■ Buzz – create the talk

- Taste-testings, at school and at parent events
- One-Day-a-Month Events  
Try it! You might like it!
- Advertise new concepts – GRAB n' GO with table tents and highlight on the menu
- Give-aways that are useful!

## ■ Point of purchase marketing

- Tee shirts
- Aprons
- Table tents
- Give the lunch menu a new look!
- Develop a look – or brand for your Wellness Policy
- Use hot colors – pink, lime green, brown, retro
- Create publicity for your new products or new policy



# *Sample Activities*

## **Building Awareness**

- Develop a skit about the wellness policy requirements
- Buy pedometers for all staff
- Buy pedometers for students
- Use student groups to develop posters
- Quarterly newsletter by physical education department
- Helpful tips on the Web site
- Distribute water bottles with wellness policy on label

# *Sample Activities*

## **Encouraging Behavior Change**

- “Fear Factor” taste testing
- Testimonials by staff members
- Organize activities with the Recreation Department
- Develop a “walking trail” for staff and students
- Conduct special events involving physical activities
  - (Remember the school-wide USSR—Uninterrupted Silent Sustained Reading—times?)
- Special themes for lunch program
- Cooperative education programs through local hospital



# Wrap Up

- Communication/social marketing is a process.
- It is a long-term commitment that takes time and involves small steps moving towards the goal.
- Begin the process with one thing and build from there. Don't try to focus on the entire wellness policy right now.
- Base communication and marketing strategies on a sound plan that is comprehensive and doesn't involve just a compilation of random activities.
- What you choose to do needs to be targeted specifically to your audiences.
- Communication is not just what we say or write, but also what we do. Our actions and words need to be cohesive. Often it is action that really communicates a message.





---

*Make a  
difference!*

# *Part Two*

## **Background information and additional resources**

- **Communication Planning process**
- **Ethical considerations**
- **Generational marketing**

# *The WSPRA Toolkit*





# *Contents of WSPRA Tool Kit*

1. Why are we taking action?
2. Marketing
3. Building relationships
4. Generational marketing
5. Steps to organizational change
6. Ethical guidelines
7. Key stakeholder Identification template
8. Communication planning template
9. Sample key messages
10. Sample activities
11. Drawing the comparison (Organizational change and Implementing the Wellness Policy)
12. Practical tips

# *#1 - Why are we taking action?*

- Required implementation of the wellness policy
- Inconsistent health messages given
  - Health Curriculum vs. vending machines / lunch choices
- The obesity epidemic
  - 15.5% of children = overweight or obese
- Super-sized proportions
- Inactivity
  - Fewer than 20% of children and adults get regular workouts
- Serious implications of current health trends

*Source: What's Right for Kids, 2003*

## *#2 – Marketing... What Works?*

When attempting to change the health of a population...

**Education**  
**(mere *paper* and *talk*)**  
**doesn't work!**

*Mary Ann Lippert, Marshfield Clinic*

## *#2 - Marketing – Two Types*

### **Product/service marketing**

Marketing undertaken for the purpose of selling a product or service

### **Social marketing**

Marketing undertaken for societal good

# *#2 - Marketing the Wellness Policy*

## **Social Marketing**

### **Activities undertaken to**

1. Increase awareness of health and wellness issues
2. Increase positive healthy behaviors

## *#2 - Marketing Your Policy is Not*

- A one-way conversation
- An opportunity for someone to get on their “soap box”
- A way to make decisions and then get the staff, students, and community on board

# *#3 - Building Relationships*

- Commitment to communication
- Commitment to involvement of publics
- Respect for differences among groups
- Recognition of need for different approaches to reaching various groups

## *#3 - Changing Attitudes*

*“Research has proven that we cannot change attitudes with the printed word. It is only through interpersonal communication, two-way, one-on-one, that we build trust, change attitudes, and ultimately behaviors.”*

*--Pat Jackson*





# *#4 - Generational Marketing*

Marketing must address various groups differently.

- Millennials
- Generation X'ers
- Boomers

# *#4 - Millennials*

## **Characteristics**

- Born between 1982-2000
- Ages 6 to 24
- Civic minded, optimistic, willing to change for a better society
- Most coddled generation
- Parents perceive a very competitive future

# *#4 - Millennials*

## **Characteristics,** continued

- Very visual: TV, internet, music videos, etc.
- Highly creative, well-educated, technologically advanced
- Not daunted by tragedy
- Value grandparents, family, teamwork, instant feedback
- Respect missions that are greater than the bottom line



# *#4 - Generation X'ers*

## **Characteristics**

- Born between 1968 - 1979
- Ages 27 – 38
- Want to know why an issue is important
- Most influenced by same-age peers; distrust other generations
- Take a long view of future impact of decisions
- Want to know their choices
- Technology savvy (they grew up with technology)



# #4 - *Boomers*

## Characteristics

- Born between 1943 to 1960
- Ages 36 to 53
- Want simplified information, involvement, recognition for efforts
- Appearances, possessions, and recognition are important
- Will act for a purpose; want to stay “plugged in”
- Grandparents very focused on grandchildren *for a purpose*



# *#4 - Boomers*

## **Communication Techniques**

- DO involve them in planning (give them a cause, then give them recognition, face to face)
- DO provide information that is simplified—no overload, minimal detail
- DO provide open, direct communication for a purpose—direct mail
- DO provide recognition and appearances (“we need you” and “We can’t do it without you” messages)
- Social events, submission of articles and ideas with credit
- Involve them in decisions

# *#5 - Steps to Organizational Change*

- Awareness of the issue
- Desire for additional information
- Recognition of need for organizational change
- Recognition of need for personal change
- Commitment to implement change

## *#5 – Build Awareness*

- Make everyone aware of new policy (and that it is required by law)
- Include information about administrative rules that will be used to implement policy
- Share planned goals
- Share projected timelines with everyone
- Use a variety of methods to create awareness





# *#5 - Support Organizational Change*

- Conduct a comprehensive information campaign
- Demonstrate commitment by leadership to make the changes happen
- Seek support from national organizations – information to support local need for change
  - Develop key messages from these poignant statements of fact
  - “If things continue as they are, this will be the first generation in a hundred years that has a shorter lifespan than their parents.”
- Provide opportunities for involvement in meaningful discussions with peers



# *#5 - Support Personal Change*

- Demonstrate commitment and support from leadership to making the changes happen.
- Provide opportunities for involvement in meaningful discussions with peers—a critical element.
- Each committee member has a different realm of influence in which they can motivate and inspire others.
- Foster the realization of a chance for personal growth.
- Foster learning = growth from the inside out.

# #5 - Create Commitment

- Involvement [what does this policy mean for me?]
  - Create school-specific plans
  - Involve people to develop appropriate plans
    - Staff meetings
    - Grade-level meetings
    - Department meetings
    - Student council meetings
    - Home room activities
    - Parent organization meetings

- Communication [how can we share information?]
  - Use a variety of communication techniques to reach others [specifically designed for their needs]
    - Tangibles: food, water bottles, pedometers, etc.
    - Skits
    - E-mail / newsletter articles
    - Web site

# #6 - *Ethical Marketing Guidelines*

## Social Responsibility

- Marketing efforts should not condone any form of discrimination, or undermine human dignity.
- Marketing efforts should not play on fear.
- Marketing efforts should not exploit the inexperience of children.

# #6 - *Ethical Marketing Guidelines*

## Social Value

- Marketing efforts should not suggest that possession or use of a product alone will give a child physical, social, or psychological advantage over other children of the same age.
- Marketing efforts should not undermine the authority, responsibility, judgment or tastes of the parents.



## *#6 - Ethical Guidelines: Implications for School Environment*

- Parents ultimately have the decision-making responsibility for their children.
- Campaigns should not undermine the authority, responsibility, judgment, or tastes of parents
- Student focus groups and interviews should be conducted with prior parent knowledge and, ideally, with parent permission

# #7 - WSPRA

## *Key Stakeholder Identification*

### ■ Internal

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### ■ External

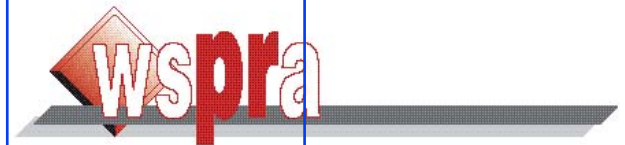
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**PS – Don't forget the students!**

# #8 - WSPRA

## *Sample Communication Planning Chart*

Audience	Key Messages	Type of Contact	Timeline	Person Responsible
Group 1	What messages does this group need to hear?	Personal Mail E-mail Phone Meetings Brochures Web site Fliers	When will they be contacted  How often	Who is in charge of the communication process?
Group 2	Etc.			





# *#9 - Sample Key Messages*

## **For students**

- A good snack for me is....
- I should get \_\_\_\_\_ of exercise every day.
- I can get enough exercise by doing the following....
- Not eating healthy foods will have the following results....
- I should watch television or work on the computer only \_\_\_\_\_ a day/week.



# *#9 - Sample Key Messages*

## **For teachers / staff / coaches**

- I can incorporate activity into my daily schedule by....
- I can use the following things for classroom rewards....
- I can be a good role model for students by doing the following....
- The effects of poor health choices are....
- I can encourage healthy activities by....

# *#9 - Sample Key Messages*

## **For parents**

- I can include the following healthy foods in my child's lunch....
- I can send \_\_\_\_\_ for a birthday treat.
- My child should get \_\_\_\_\_ amount of exercise daily.
- I can ensure that my child gets enough exercise by .....
- My child should have \_\_\_\_\_ TV and computer time.
- The effects of poor health choices are....



# *#10 - Sample Activities*

## **Building Awareness**

- Develop a skit about the wellness policy requirements
- Buy pedometers for all staff
- Buy pedometers for students
- Use student groups to develop posters
- Quarterly newsletter by physical education department
- Helpful tips on the Web site
- Distribute water bottles with wellness policy on label

# *#10 - Sample Activities*

## **Encouraging Behavior Change**

- “Fear Factor” taste testing
- Testimonials by staff members
- Organize activities with the Recreation Department
- Develop a “walking trail” for staff and students
- Conduct special events involving physical activities
  - (Remember the school-wide USSR—Uninterrupted Silent Sustained Reading—times?)
- Special themes for lunch program
- Cooperative education programs through local hospital



# *#11 - Drawing the comparison*

<i>Implementing Change</i>	<i>Implementing Wellness Policy</i>
1. Get everyone focused and headed in the same direction	Creating and adopting the Wellness Policy and administrative rules
2. Commitment!	Board, superintendent, principals, health committee all must demonstrate commitment to implementing the policy



# #11 - Drawing the comparison

<i>Implementing Change</i>	<i>Implementing Wellness Policy</i>
<p><b>3.</b> Communicate about the policy with various groups</p> <ul style="list-style-type: none"><li>-Aware of policy</li><li>-Want more information</li><li>-See value in the policy</li><li>-Ready to implement as is</li><li>-Invested, make positive changes</li></ul>	<ul style="list-style-type: none"><li>-All-school meeting so all hear the same thing at the same time</li><li>-Representatives at each school to share progress</li><li>-Distribute copies of policy/rules</li><li>-Articles in staff and parent newsletters about implications</li><li>-Web site</li><li>-Videos</li></ul>



# *#11 - Drawing the comparison*

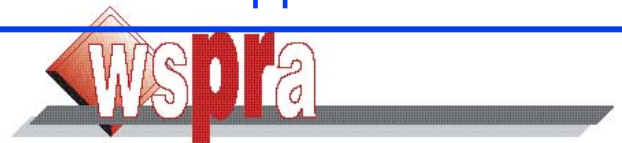
<i>Implementing Change</i>	<i>Implementing Wellness Policy</i>
4. Have dialogues about change	Discuss the best ways to implement change at schools <ul style="list-style-type: none"><li>-Staff meetings</li><li>-Grade level/dept. meetings</li><li>-Inservice days</li><li>-Parent meetings</li></ul>
5. Support opportunity for continued learning	Offer people the opportunity to change from the inside out, rather than being changed from the outside





# *#11 - Drawing the comparison*

<i>Implementing Change</i>	<i>Implementing Wellness Policy</i>
6. Value input	Provide process of input (staff/student/parent) <ul style="list-style-type: none"><li>-Staff meetings</li><li>-Grade level/department meetings</li><li>-Committee work</li><li>-Web site – ability for public comment</li><li>-Surveys</li></ul>
7. Revise based on evaluation	Be ready to make changes as the need becomes apparent



# *#11 - Drawing the comparison*

<i>Implementing Change</i>	<i>Implementing Wellness Policy</i>
8. Recognize and celebrate accomplishments and steps toward meeting goals	<ul style="list-style-type: none"><li>-Information in a district-wide newsletter</li><li>-School-based celebrations</li><li>-News articles</li><li>-Recognition for individual achievements and contributions</li></ul>

# *#12 - Practical Tips*

- Know your audience
- Match your media and message to your audience
- Understand that communicating with your audience takes time...REPEAT, REPEAT, REPEAT
- Ask your technology department for technical assistance with message delivery to younger audiences (pod casts?)
- Content development comes from curriculum department, food service director, Phy. Ed. and health education teachers
- Don't try to do it all... focus, strategize, take action, measure



# *Contact information*

---

Dorreen Dembski

WSPRA President

Director of Public Information

West Bend School District

735 S. Main Street

West Bend, WI 53095

262-335-5459 or fax 262-335-5613

[ddembski@west-bend.k12.wi.us](mailto:ddembski@west-bend.k12.wi.us)

# *Contact information*

---

Mabel Schumacher, Ph.D.  
WSPRA Executive Director  
848 Messmer Street  
Fort Atkinson, WI 53538  
920-563-8454 phone  
[schu848@charter.net](mailto:schu848@charter.net)

# *Contact information*

Patti Welch

Operations Manager

Wisconsin School Public Relations  
Association (WSPRA)

122 West Washington Avenue - Suite 400

Madison, WI 53703

608-257-3220 phone; 608-257-8386 fax

[pwelch@wasb.org](mailto:pwelch@wasb.org)

# *Contact information*

Jill Camber Davidson, RD, CD  
Wisconsin Department of Public Instruction  
125 S. Webster  
Madison, WI 53707-7841  
608-264-6700

[Jill.camberdavidson@dpi.state.wi.us](mailto:Jill.camberdavidson@dpi.state.wi.us)

- <http://dpi.wi.gov/ne/index.html>
- <http://dpi.wi.gov/fns/wellnessplcy.html>

# *Contact information*

---

Heather Harvey, MHSc  
Nutrition Specialist  
UW-Extension, Family Living Programs  
432 N. Lake Street, rm 309  
Madison, WI 53706  
608-263-7321

[heather.harvey@uwex.edu](mailto:heather.harvey@uwex.edu)



# *Archive Information*

- To access the archive of today's WisLine Web,
  - i. visit the Team Nutrition website at:  
[www.dpi.wi.gov/ne/index.htm](http://www.dpi.wi.gov/ne/index.htm)  
(we will do our best to post the archive in as timely a manner as possible)
  - ii. visit the WisLine Web site (until November 6<sup>th</sup>) at:  
<https://www.livemeeting.com/cc/wislineweb/view>  
Enter Name  
Recording ID: Wellness-061024  
Recording Key: (Leave Blank)